

LESSON FOUR

Core Learning Goal: 1

The student will demonstrate an understanding of the historical development and current status of principles, institutions and processes of political systems.

Expectation: 1

The student will demonstrate understanding of the structure and functions of government and politics in the United States.

Indicator 1.1.4

Students will explain roles and analyze strategies individuals or groups may use to initiate change in government policies and institutions.

Assessment Limits:

? *Political parties, **interest groups**, lobbyists, citizens, and the **impact of media on public opinion** and the behavior of the electorate.*

Overview:

This lesson analyzes thirty-second political campaign/issue advocacy advertisements. Students should already be familiar with the various propaganda techniques. Teachers may already have campaign and/or issue advocacy video that can be used in this lesson.

Lesson Objectives:

Students will analyze how interest groups present their viewpoint to the public.

Students will assess how media can influence public opinion.

Materials:

Student Handout: ***Evaluating Political Advertising***

Student Handout: ***Storyboard Directions***

Student Handouts: ***Issue Ad Storyboards (rough draft/final copy)***

Useful website:

www.pbs.org/pov/ad/index.html (footage of campaign ads)

Procedures:

1. Show a political advertisement such as the 1964 Presidential campaign commercial “The Daisy Ad” (a young girl is in a meadow pulling petals off of a daisy).
2. Distribute the handout ***Evaluating Political Advertising*** and have students analyze the ad.
3. Explain that issue advocacy/interest groups promote their causes and publicize their views to initiate change in government policies. Tell students that they are going to create a 30-second issue advertisement using a technique called a storyboard. Distribute and review the handout ***Storyboard Directions***. Place students in groups and distribute the handouts ***Issue Ad Storyboards***. Groups should select one of the topics below, and create an issue ad aimed at a particular government policy:
 - Drilling for oil in the Alaskan National Wildlife Refuge
 - School choice, vouchers
 - Gun control
 - Trade with China
 - Deregulation (airlines, electricity, telecommunications)
 - Smart Growth initiatives
 - other

If you have a computer lab and PowerPoint software, have students create computer presentations instead of this pencil and paper activity. It is still helpful to plan the ad on a Storyboard before creating the PowerPoint presentation.

4. Have the groups exchange finished storyboards, and use copies of ***Evaluating Political Advertising*** to evaluate the effectiveness of the other groups’ advertisements.

Assessment of Indicator:

Have students answer this Brief Constructed Response item:

- ? What propaganda techniques do advocacy/interest groups use to influence government policy?
- ? Which technique is the most effective? Explain.
- ? Include examples and details to support your answer.

Use the Social Studies Rubric to score student responses.

Evaluating Political Advertisements

Directions:

Use the process and criteria below to evaluate political advertising.

1. What is the main message of the advertisement?
2. What "facts" are presented? Can the facts be verified? Explain.
3. Are the conclusions in the advertisement logical? Explain.
4. What is the purpose of the advertisement?
5. What bias is evident in the ad? What techniques are used (visuals, sound effects, music) to convey the message?
6. Look for propaganda techniques such as bandwagon, testimonials, card stacking, glittering generalities, name calling, blame, plain folks, smear tactics, playing on emotions. Explain which are used in the advertisement.
7. Is the ad positive or negative? What makes it positive or negative?
8. Does the ad cause you to feel any more or less willing to support their viewpoint? Why or why not?

Storyboard Directions

Television advertising professionals use a device called a storyboard to plan short films such as commercials and political advertising.

Select a minimum of **two** propaganda techniques we have recently studied, and use the storyboard below to plan an ad advocating your viewpoint on a political issue.

Step One:

Create the dialogue or script for the ad. What will you say in the commercial? The length of the script must take up a minimum of **thirty seconds**. To test whether your script meets this test, be sure that you time how long it takes to read the script.

Step Two:

Break the script into nine parts and write the words below the appropriate screen provided on the worksheet. Remember the words will explain what is seen, or explain the issue.

Step Three:

Create the visual images for each portion of the dialogue. What will be shown in each scene? Sketch in your visuals.

Step Four:

Complete the final copy Storyboard. This must be completed neatly, with black pen or colored markers, and with dialogue printed or typed.

Step Five:

On a separate sheet of paper, create a written summary that includes:

- The issue
- Your position/viewpoint
- The producers of the ad
- Timing of ad
- Propaganda techniques used, and how the ad shows them

Step Six:

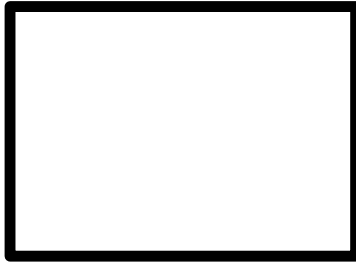
Attach your summary to the final copy of your Storyboard.

Issue Ad Storyboard

(Rough Draft Copy)

Television advertising professionals use a planning device called a **storyboard** to make short commercials and political advertisements.

Use the storyboard layout below to plan a short 30-second commercial for a political issue. Your script for the commercial must be written before you break it into nine parts. The nine panels (television screens) will be where you put the visual information you plan on showing. The dialogue that will spoken should be placed below the screen.



















Issue Ad Storyboard

(Final Copy)

Remember this final copy should be neatly drawn or illustrated.















